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TEACHERS' AND STUDENTS' PERCEPTIONS OF DOUBLE SESSION SCHOOLING ON ORDINARY LEVEL STUDENTS' PERFORMANCE IN GEOGRAPHY

[1]Garikai Singadi, [2]Pedzisai Goronga, [3]Lameck Gatahwi and [4]Lizzie Mutangirwa

[1] Pedzisai Goronga, PO Box MP167 Mount Pleasant, University of Zimbabwe, Harare, Zimbabwe.

Abstract: *The aim of the study was find out "O" level teachers' and students' perceptions of double session schooling system in the teaching and learning of geography The study was carried out in the qualitative paradigm in which a case study was used as the research design. One Form three class with forty students doing geography and ten geography teachers participated in the study. Interview and focus group were used as data collecting tools. Data were analysed qualitatively with some verbatim statements being recorded thus bringing out the participants' perceptions about double session schooling in relation to teaching and learning geography. The study found out that double session schooling system had several challenges. Findings reveal that teaching and learning time is reduced thus impacting negatively on teacher –student interaction. The study also found out that there was rapid deterioration of furniture, books and other resources over and above other challenges which include limited resources, heavy teacher workload and fatigue. The study recommends government to do away with double session schooling by building more secondary schools. The study also recommends that school authorities should make efforts to acquire computers, provide internet connectivity to allow students to get unlimited information.*

Keywords: Double Session, Hot Seating, Perceptions, Double Shift, Fatigue.

I. INTRODUCTION

Education ministries in developing countries are confronted by ever increasing demand for access to education. Bray (1997) in Kajtaita (2011)[1] points out that, primary education increased four-fold in Africa and more than doubled in Asia between 1960 and1980. These rapid increases forced low income countries to expand their education systems beyond their economic capacities. Most governments in developing countries responded to this huge increase in demand for education by introducing double-session schooling system as a way of managing and controlling the increasing enrolment in schools.

The introduction of double shift schooling is to increase the supply of school places while avoiding serious strain on the budget (Bray, 2000:12)[2] The Ministry of Education, Sport, Arts and Culture in Zimbabwe opted for double session schooling to cater for the increase in demand for education at independence in 1980. Double session schooling

Corresponding Author: Pedzisai Goronga, PO Box MP167 Mount Pleasant, University of Zimbabwe, Harare, Zimbabwe.

system is generally seen as a temporary measure when financial resources are constrained (Bray, 2000; Linden, 2001)[3]. However, what started as a temporary measure has evolved into a permanent feature in Zimbabwe. Lack of funds, rapid population growth and the desire to meet millennium development goals have compelled the Ministry of Education, Sport, Arts and Culture to continue with double session system, since it does at least, give an option of increasing schooling capacity without having to build new schools. The double session schooling system is therefore likely to remain in place for much longer than expected and a study of teachers and students' perceptions of double session schooling system on students' academic performance is thus a priority.

1.1 What is double session schooling?

Double session system of education is a system which allows schools to double their enrolment with regards to resources available. This means a school will be operating as two schools in one. According to Bray (2000)[2], in Zimbabwe double session schooling is also called 'hot seating' because the school seats are said to never have time to cool down. In a double session schooling system, schools cater for two entirely separate groups of students during a school day. The first group of students attends school from early morning until mid-day, and the second group usually attends from mid-day to late afternoon. Each group uses the same buildings, equipment and other facilities (Bray, 2000)[2].

The term double session is used interchangeably with the concepts of double shift; platoon, afternoon session, half-day (Bray, 2000)[2]. According to the International Institute for Educational Planning (2009)[4], in Botswana, the term double session describes schools which have different students in the morning and afternoon, but the same number of classroom hours as students in single session schools and different teachers for each session. In Zimbabwe, an evocative term 'hot seating' is used to mean double session schooling system (Graham-Brown, 1993)[5] which means school seats are never given time to cool down before the next session begins(Bray,2000)[2]. This means that 'hot seating' and double session are used interchangeably. Unlike in other countries where such schools are managed by two school heads, in Zimbabwe, double session schools are run by one head and that both the morning and afternoon session students use the same buildings, equipment and other facilities.

II. Background of the study

Equal distribution of educational opportunities available to children of different social backgrounds is one of the most important goals of educationists across the world. Zimbabwe inherited a skewed and segregated education system where there were no equal opportunities for white and black citizens. Machingaidze, Pfukani and Shumba (1998) [6] say that the country inherited a system where educational resources were deliberately unequally distributed in favour of whites. Court and Kinyanjui (1985)[7] observe that, in Zimbabwe as elsewhere in Africa, the advent of independence brought a vast expansion in the education system, a policy shift from an elite system of education to one of mass education. The Zimbabwe Ministry of Foreign Affairs (2012) [8] points out that, at independence in 1980, the government adopted a deliberate policy of giving priority to education through massive expansion of the education system. This was also echoed by Towindo (2012)[9] that the post-independence era witnessed a massive expansion in the educational system especially basic education when the government introduced the policy of universal free education.

The democratization of the education system in Zimbabwe in 1980 gave everybody the right and opportunity to go to school. 'Education for all' as it was called, allowed all people to attend school. At independence, government increased enrolment in both primary and secondary schools as a way of promoting education for the previously disadvantaged blacks. This resulted in schools mostly in urban areas doubling or tripling enrolment.

As a result of massive expansion at secondary level at independence in 1980, the transition rate from primary to secondary leaped from 12, 5% to 70%. However, this has happened against a background of very few schools. In urban areas especially in secondary schools, a system of double session popularly known as 'hot seating' was introduced to cater for the increased enrolment. This was because in urban areas land is very scarce and buildings are expensive coupled with limited financial resources. According to Towindo (2012)[9] schools in high density suburbs of Zimbabwe normally engage in double session due to sheer demand for places.

Verspoor (2004)[10] points out that double session schooling and congested classrooms remain a serious problem in urban areas. The challenge of double-session schooling system came as a direct result of insufficient infrastructure at schools. Because of this critical shortage of infrastructure, there is a general feeling that our education system has been compromised. Experts in education contend that double session schooling system has compromised the standards of education (Towindo, 2012)[9].There has been mounting concerns among many stakeholders over poor performance of students at schools which still engage in double shift schooling. Towindo says that over the years public examination results for grade seven, ordinary and advanced level students in single-session schools are reportedly better than those in double session.

The Minister of Education, Sport, Arts and Culture, Senator David Coltart is reported as having urged treasury to prioritize investment in education, thus building more schools and training more teachers as a way of addressing the problem (Towindo,2012)[9]. The minister was quoted as saying, "Hot seating is a very serious problem that is not just affecting children but also teachers who are being burdened with a huge workload." Furthermore, The Herald January 21 (2002)[11] also cites the then minister of Education, Sport, Arts and Culture Hon Aeneas Chigwedere as having urged the government to scrap double session schooling system as it was responsible for compromising the quality of education in the country. In line with the above sentiments, Mutseyekwa (2010)[12] proposes the provision of more primary and secondary schools to make education accessible and to eliminate hot seating. It is also important to note that the Presidential Commission of Inquiry into Education and Training (1999)[13] popularly known as the Nziramasanga Commission recommended the abolition of double session schooling system but close to one and half decades down the line, no action has been taken. Raising enrolments while containing costs and maintaining quality of teaching and learning is indeed, an overriding practical concern of educational practitioners the world over.

It is against this background that the researchers investigated teachers' and students' perceptions of double session schooling on "O" level students' academic performance in geography at 'O' level.

2.1 Statement of the problem

In Zimbabwe double session schooling is common in urban areas due to shortage of infrastructure and sheer demand for places. There are mixed feelings about double session schooling. Whilst double session schooling allows many people to access education, there is a general feeling that the system has compromised education standards. The study sought to find out teachers' and students' perceptions on double session schooling on students' academic performance in geography at "O" level at Kuwadzana 1 High School in Warren Park/ Malbereign district, Harare, Zimbabwe.

2.2 Research questions:

R.Q.1 Is geography teaching time reduced when using double session schooling?

R.Q.2. Do teachers and students experience fatigue when teaching and learning at a double session school?

R.Q.3 Do geography teachers know the specific problems of individual students in a double session school?

R.Q. 4 Do students have adequate resources (e.g. furniture, book, maps) in double session schooling system?

R.Q.5 Do teachers have enough time to mark all the exercise books?

R.Q.6 How best can double session schooling system be designed to improve academic performance in geography at 'O' level?

III. Methodology

This research study was basically carried out within qualitative paradigm because there was need to interact with the participants in their natural setting. Keyton (2001)[14] asserts that it is justifiable to use qualitative paradigm because it maintains that the nature of social world is qualitative and is therefore fundamentally different from the physical world. As such, human beings are more than part of the physical world since they possess unique qualities of thinking, feelings and can make meanings out of their actions.

3.1 Case study

This study adopted a case study design. A case study is a way of organizing social data for the purpose of viewing social reality (Best and Kahn, 2006)[15] while Mertens (2005)[16] says that a case

study is a method for learning about a complex instance, based on extensive descriptions and analysis of that instance taken as a whole and in its context. Merrian (in Winegardner 2004:4)[17] views the product of investigation as "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit". The case study was considered appropriate as it provided the researchers with a detailed understanding of the themes voiced by participants in their situation.

3.2 Population and sample

Purposive sampling was used to come up with the study sample. Patton (in McMillan & Schumacher, 1997)[18] describes purposeful sampling as selection of information –rich cases for in-depth study when one wants to understand something about those cases without generalising to all cases. The researcher searches for information-rich key informants to study hence only one Form 3 geography class out of ten was selected on the basis that it was the best class because the students had been screened. There were 40 students in the chosen class. The class was chosen because it was likely to be knowledgeable and informative about the phenomenon of double session schooling. All the ten Geography teachers were automatically selected to take part in the study.

3.4 Data gathering Tools

Qualitative research uses numerous data gathering tools such as observation, questionnaires, interviews, documents and, focus groups among others. In this study, the researchers only used interview and focus group as data gathering tools.

3.4.1 Interview

To justify the use of interview by the researchers, Meree (2010)[19] says that the aim of interviews is always to obtain rich descriptive data that helps researchers understand the participants' construction of knowledge and social reality. Both teachers and students were interviewed.

3.4.2 Focus group

Kruger and Casey (in Mertens, 2005)[16] say that focus groups rely, not on the question and answer format of interview, but on the interaction within the group resulting the researcher getting more of the participants' points of view than would be in more researcher-dominated interviewing. For Mertens, focus group interaction allows the exhibition of a struggle for understanding how others interpret key terms and their agreement or disagreement with the issues raised. These instruments were considered appropriate as the researchers were interested in how participants perceived double-session schooling. Focus group applied only to teachers.

IV. Findings and Discussions

4.1 *General feelings and experiences of double session schooling system by teachers and students*

The majority of teachers and students interviewed were in agreement that double session schooling system had negative effects on their performance. Teachers and students interviewed as well as focus group categorically stated that double session schooling system has a negative impact on the effectiveness of the implementation of the curriculum. It was mentioned that the division of the school day into two sessions results in less teaching -learning time which impacts negatively on teacher-student interaction time. Bray (2000)[2] points out that double session schooling system is shorter both in terms of teaching time and breaks. One student actually said, "Our time table has no free periods for us to visit the library or consult our teachers in- between lessons. It also emerged during focus group discussion that the timetable did not have free periods thus making the learning -teaching environment very tense.

Regarding conducting lessons in the afternoon, both students and teachers interviewed complained of tiredness and fatigue in the afternoon. They said that, in summer, afternoons are very hot. Bray (2000)[2] points out that in hot season children find it very difficult to study in the afternoon because they are always tired. This affects not only the academic aspects of the school life, but also social and extra-curricular activities. During interview some teachers pointed out that they taught classes in both morning and afternoon sessions and claimed that the practice was very tiresome. They also pointed out that they found it very challenging to adequately prepare for their classes. They felt overburdened and overwhelmed by the work load. Bray agrees with the above views when he says that teachers who teach in more than one session may have less time to prepare for classes and to correct assignments.

4.2 Double session system and sport

Double session schooling system also influences the implementation of extra – curricular activities. Regarding extra – curricular activities, one student had this to say, ''Sport is conducted off-session. Those in the morning session conduct

sporting activities from 2-4pm and those in the afternoon session do sports between 8-10am. The noise from the sporting fields is sometimes too much and unbearable such that it affects the teaching – learning process.

Teachers interviewed concurred that the noise from sports field is sometimes very disturbing. They pointed out that it was common during lessons to hear loud and irritating noise coming from the sport fields which affected concentration during lessons. However, some students said that they were used to the noise such that it was no longer a big issue. During focus group teachers said that the noise from the sports field was disturbing making students restless during lessons. In support, Bray (2000)[2] points out that, schools with small compounds may find that there is not enough space and that the noise from the sport fields disturbs other students learning in class.

4.3 Impact of double session system on cleanliness

Another serious problem highlighted was that the afternoon session teachers rarely got into clean classrooms which are only cleaned in the afternoon after the session. Regarding cleanliness one teacher had this to say, ‘‘Keeping classrooms clean is very difficult because by the time the morning session finishes, it is also the same time the afternoon session begins entering the classrooms. There is virtually no time to clean the classrooms before the afternoon session commences. There is no time set aside for that.’’

During focus group discussion, it was pointed out that when the afternoon session finishes school, there are occasions when there is no one to clean the rooms and as a result the morning session enters into a dirty classroom the next morning. All the students interviewed concurred with what came out of the focus group discussion when they pointed out that sometimes classes have to be ‘frozen’ so as to allow for classroom cleaning thus consuming valuable learning time. One of the students interviewed had the following sentiments regarding cleanliness, ‘‘Sometimes the teacher may ask all students to pick up litter or even sweep the classroom. Zvinotora nguva kuti dust riite settle down. Unogona kuenda guruva mukutsvaira kwacho and of course zvinotidyira nguva yedu’’ (*Sometimes the teacher may ask all students to pick up litter or even sweep the classroom. You need to give time for the dust to settle down before the lesson can start. You can also get dirty in the process of cleaning and this, of-course, takes away much of our learning time).* Yet another student pointed to the fact that dust could make them prone to TB. Regarding cleanliness, Kajtaita (2011)[1] says that, classrooms are dirty because when the morning session is over, there is no time to first clean the classrooms before the next session can start.

4.4 Double session system and school facilities

On the issue of school facilities, all participants agreed that double session places increased burden on facilities such as furniture and buildings. This is in agreement with Bray’s (2000)[2] observation that one of the serious consequences of double session is the rapid deterioration of school facilities such as furniture and buildings. The focus group pointed out that maintenance of the facilities is a big challenge since facilities are used by two different groups of students. All the teachers interviewed and focus group observed that there is rapid deterioration of school furniture due to overuse. During interview, one student said, ‘‘Pese zvapo patinopinda muclass unoona mamwe machairs kana madesiki akapwanyika. As a result furniture yacho haikwani. Izvi zvinoita kuti tiite move around the whole school tichitsvaka furniture zvinova zvinotitorera time yedu yekudzidza’’ (*Each time we enter a classroom you see one or two broken chairs or desks. As a result furniture is never adequate for students who have to move around the whole school looking for spare chairs and this really wastes our valuable learning time).* The students also complained of harassment by other teachers as they went round looking for furniture.

Bray (2000)[2] points out that in a double session school every piece of furniture is used twice every day and the rate of deterioration of facilities is high. On an interesting note, all members of the focus group pointed out that school facilities are in fact used more than twice a day because the evening school and church organizations that come for evening prayers also make use of the same facilities. This explains why the rate of deterioration is so rapid in double session schools.

4.5 Double session and teaching - learning time in geography

Participants were asked to share their views regarding teaching and learning geography in the afternoon at a double session school. The majority of teachers said that teaching and learning time for

geography at a double session school was short. It emerged from the focus group discussion that the 'O' level geography syllabus was too long such that it was difficult to complete the syllabus on time for public examinations unless one resorted to lecturing which is not good enough especially for slow learners. During interview one teacher said, ''Time allocation for geography is not enough to assess individual performance of students. Sometimes the pressure from school authorities to produce results pushes teachers to rush through the syllabus without giving due attention to individual needs of students.''

The majority of students interviewed complained about lack of free periods on their timetable. They said that the timetable never gave them time for research in the library or to do group discussions outside the lessons. Bray (2000)[2] points out that, this makes the school day rather compressed and tense. The students pointed out that their teachers were rarely accessible outside the class because there was virtually no free time between lessons to consult when they had challenges in the subject. The focus group echoed the same sentiments that there was not enough time in the afternoon for learners' support and remedial or enrichment lessons. Even if the students came early, there was no space where they could be accommodated because the morning session would be using the same facilities. They could not keep students after school because the school security and authorities do not allow students to linger around after school.

Being a practical subject, geography requires field trips, field work or outdoor learning. Sometimes afternoons are very hot or raining resulting in planned lessons being abandoned or postponed. Regarding the issue one teacher said, 'Sometimes you want to conduct a planned lesson outside the classroom because you want students to have a feel of the real issues under discussion and it's raining or very hot, it becomes very difficult or impossible to proceed with the lesson. You either end up doing things you have not planned for or abandoning the lesson altogether. As a result, valuable time is lost." Students also said that there were many occasions when planned field trips were postponed due to extreme weather conditions like high temperatures and occasional heavy rainfall in the afternoon. The majority of students interviewed said that each time they came from science, practical lessons or break time they found their base room with missing chairs and desks. As a result they have to move around looking for spare furniture and this really consumes much of their learning time. The focus group also said that, more often than not, when a teacher enters a classroom especially soon after break, a good number of students would be outside the classroom looking for spare chairs and desks from other classrooms. The teacher would either have to delay starting the lesson or ignore the absentee students and proceeds with the lesson thus disadvantaging other learners.

It also emerged that, in practice, the learning-teaching time is never 35 minutes per lesson since there is no transition time set aside for lesson exchange. In an interview one teacher had this to say, ''Ehe-e pakutaura hedu tine 35 minutes of teaching asi in practice i30 minutes chaidzo kana kutoita shoma. Some minutes are lost mukufamba uchibva muone class uchienda kune imwe. When you get in the classroom, you also need to first clean the chalkboard or maintain order or sometimes you ask the students to pick up litter. Zvese izvi zvinodya nguva yedu yekuticha''(*In theory we have 35 minutes of teaching time per lesson but in practice it is 30 minutes or even less. Some minutes are lost as one moves from one class to the other. When you get into a classroom you also need to first clean the chalkboard, maintain order or sometimes you ask the students to pick up litter. All this reduces our teaching time).* Students also said that sometimes they were delayed in other subjects especially practical subjects like woodwork, agriculture, technical graphics, fashion and fabrics and they find their teacher waiting for them.

All the teachers interviewed pointed out that they had classes which do not have permanent base rooms. These classes are referred to as 'floating' or 'nomadic' classes meaning they constantly change rooms after one or two lessons. What this means is that a lot of learning time is lost whilst looking for unoccupied rooms. They pointed out that if there is no empty room they end up conducting lessons outside the classroom or cancelling the lesson, thus stealing students' learning time.

4.6 Double session system versus teaching and learning resources

One of the most serious consequences of double session is the critical shortage of teaching and learning resources in geography. The majority of participants interviewed said that, relevant geography textbooks were not enough. Although the school is a

beneficiary of UNICEF textbook donation, the majority of teachers and students interviewed complained that the textbook donated for physical geography is shallow and not very relevant to the syllabus. Their preferred textbook, thus 'Physical Geography in Diagrams for Africa' by R B Bunnett was inadequate. The textbooks that are available are worn out due to overuse and not enough for 400 students thus students have to rely on the teachers' notes. The above sentiments were reiterated by the focus group from which it emerged that due to the critical shortage of textbooks in physical geography, teachers ended up dictating notes to students most of the time leaving very little time for class discussions.

4.7 Double session system and availability of textbooks in the library

Concerning availability of geography textbooks in the library, all students and teachers interviewed concurred that there were virtually no relevant modern textbooks on geography. During interview one teacher had this to say regarding textbooks in the library, "There is really nothing to talk about regarding geography textbooks in our library. The few geography textbooks that are available are old and outdated. In the library one would find textbooks on American and European geography. The textbooks have little information on Africa let alone Zimbabwe." The following were sentiments made by one of the students, ''In as far as geography textbooks are concerned, all recommended textbooks on physical geography are unavailable in the library, and you only find old and outdated textbooks mainly on American geography. One wonders why these textbooks remain in the library because there are of no value. I don't think the school authorities are even aware of this, it is really an embarrassment.''

All the teachers interviewed pointed out that each time they raised the issue of textbooks to the school authorities, the authorities always complained of lack of financial resources, but the majority of teachers believed that it was a question of misplaced priorities. The success of double sessions hinges on mutual understanding between management and teachers. The South African Department of Education (1996)[20] asserts that decision making in double session school should be participative and collaborative. Everything should be premised on common and agreed principles. These views are also echoed by Bray (2000)[2] who asserts that the attitudes of teachers determine the success or failure of double session system and therefore should be actively involved in management and decision making.

4.8 Double session system and internet accessibility

Both teachers and students acknowledged the importance of the internet as the fastest way of obtaining relevant and current information on geography. However, the majority of the participants said that the school computer laboratory was too small to accommodate many students, thus internet services were not easily accessible especially to the students. All the students interviewed said that they were not allowed to use the internet. Only teachers and "A" level students have access to the computer laboratory. The focus group concurred by saying that the computer laboratory were small and the computers with internet connectivity were very few such that it was impractical to accommodate just a class. The school authorities made a decision to allow teachers and 'A' level students only to use the internet. Students reported that the practice was unfair. During interview one student said, "I use my cell phone to google information so I am not concerned about their internet, they are very inconsiderate."

4.9 Double session schooling and the school weather station

The majority of teachers and students interviewed acknowledged the significance of the weather station to weather studies in geography. The focus group pointed out that some of the instruments at the weather station were either missing or obsolete. This situation has made students lack practical understanding of how certain weather instruments operate. One teacher expressed his concern when he said, ''The weather station is just an empty shell. There are no important instruments like evaporation pan, six's thermometer and hygrometer. Some instruments like cup anemometer do not have a speedometer. Surely can you say you have a weather station when you do not have these vital instruments?'' It also emerged that access to the weather station was not easy as Geography classes often clashed and 'fought' to use it.

4.10 Afternoon session and shared rooms

Regarding sharing rooms with the morning session group, all teachers interviewed and the focus group pointed out that geography is a subject which requires use of a variety of teaching-learning media.

They said that moving around with these teaching media was tiresome and their rate of deterioration increased if they are carried around every day. They stated that they preferred leaving them in the classroom for use in the subsequent lessons. However, they said that there was no guarantee that they would find them intact the following day. Students from the other session could temper with them, tear off the charts pinned on walls or destroy equipment. In support, Bray (2000)[2] points out that teachers cannot use classroom walls freely as other students from the other session can temper with the charts. During interview one teacher said, ‘”There are certain topics in geography like river systems, geomorphology or ecosystems which require regular use of teaching media. We cannot honestly move around with a television set or charts every day. You can’t leave these teaching aids in class because the students from the other session can temper with them.’’

4.11 Impact of double session on teacher workload and motivation

The majority of teachers interviewed pointed out that, the teacher- student ratio of 1: 40 was high and therefore unsustainable. They said each teacher had a total of 6 geography classes with an average of 40 students per class translating to 240 students per teacher. With such a huge workload, it becomes very difficult to assess individual performance of students. During interview one teacher said, ‘‘Sometimes you notice weaknesses in some students and you feel they need remedial lessons but because they are so many and time is short, it is impossible to attend to all of them.’’

During focus group discussion it emerged that due to huge classes it was difficult to know individual names of students. In most cases teachers knew only the names of active and problem students in the class. One teacher actually said, ‘‘it is easier to recall the names of high performing and active students than passive ones. Our teaching time is very short and you find out as a teacher you have very little time for slow learners and it’s not surprising that sometimes you don’t remember their names.’’

In support, Bray (2000)[2] points out that, the large student population makes it difficult for the teachers to know all the students personally and as a result this also worsens discipline problems in class. The above sentiments concurred with those of students who pointed out that their teacher rarely asked for their contributions during class discussions and seemed to show favouritism to certain students. Students pointed out that each time they were asked to contribute something in class, the teacher first asked for their names or confused their names with someone else. They said that they felt discriminated by their teacher.

4.12 Double session schooling and written work

The majority of teachers interviewed and the focus group stated that the amount of written work they give to their classes was in line with their departmental policy and therefore adequate. The departmental policy states that, classes should be given one written exercise and one written test per fortnight. During discussion, focus group pointed out that despite the huge workload on teachers, the amount of written work given to students was adequate. The department recommended one exercise and one test a fortnight but sometimes teachers give more than that. Students said that they were happy with the amount of written work they were given.

4.13 Double session schooling and teacher motivation

Regarding how the school leadership motivates teachers to be effective and committed, all the teachers interviewed pointed out that they received monetary incentives from the School Development Association (SDA) but felt that it was not enough. They said that they did not receive incentives during school holidays and sometimes felt discouraged by this as their work load extended through the holidays as they prepared for the next school term. On the contrary, some teachers interviewed said that they were intrinsically motivated and committed to teach despite the challenges they faced. All the teachers interviewed said that teachers who produced the best results every year were given a token of appreciation. However, during focus group it was pointed out that the reward system was very divisive since in most cases teachers with the best classes performed better than those with mediocre classes. They said that the system was unfair since it was not reflective of the teachers’ competency or efficiency. It could be that the students are bright and hardworking and not necessarily the teachers’ efforts.

4.14 Parental support in teaching and learning of geography

The majority of teachers and students interviewed complained about lack of parental

involvement in their children's learning. Teachers interviewed expressed disappointment that most parents never bothered to come for consultations to see the progress of their children in the subject. The teachers pointed out that most parents never monitored or checked how their children were performing in the subject area. During focus group discussion, it was highlighted that most parents did not come for consultations. It appears some parents think their only role is paying of school fees for their children. They think it is the sole responsibility of teachers to educate the child. Van der Westhuizen, Erasmus, Mentz and Theron (1996) [21] say that, for double session schools to be effective there should be good interpersonal relationship between staff and the parent community.

Van Wyk and Lemmner (2009)[22] believe that lack of serious involvement of parents in the education of their children is basically lack of awareness. If parents are made aware of the vital link between education at home and education in school, they will be more involved in those activities that would promote their children's success in school. This is also supported by Griffith (2000)[23] who says that parental involvement in children's education has long been advocated as integral to positive childhood development and school success. It emerged during focus group discussion that, parents are usually at work during the afternoon and there is no one to make sure that the students go to school in the afternoon. Some students take advantage of this by playing truancy or just stay away.

V. Conclusion

The main highlight emerging from the findings is the negativity that surrounds double session schooling system. While this system broadens access to education, it appears quality is being sacrificed for quantity, thus creating conditions for possible education disadvantages. The findings reveal that double session schooling system has its inherent problems regarding teaching-learning time. Teaching - learning time is very short and compressed which makes the school environment tense. The findings reveal that the afternoon session is regarded as inferior and therefore less attractive to both teachers and students. It also emerged that the rate of deterioration of furniture and other facilities is much faster because of over-use. This makes availability of furniture scarce. Some classes do not have permanent base-rooms and in some cases lessons are conducted outside or cancelled. All this steals the learner`s learning time.

Regarding sharing of rooms, findings reveal that teachers were not in favour of shared rooms. There is no effective use of teaching-learning aids and there is constant clash of staff, what appears to be absent in the school is a sense of ownership and pride. It was also revealed that there was a serious shortage of resources like textbooks which complicates the teaching-learning process as teachers resort to teacher-centred approaches of dictating notes and lecturing. Furthermore, findings reveal that teachers feel over-worked and overwhelmed with the workload especially those who cross sessions. The teacher-student ratio of 1:40 is unsustainable.

It is apparent there is very little individual attention given to struggling students. Findings also reveal that remedial or enrichment classes were non-existent mainly due to lack of time. What further complicates the situation is lack of classrooms for remedial lessons outside sessions. Although it was revealed that teachers received incentives, the majority of teachers were not satisfied and felt not appreciated. If teachers feel overworked, not well compensated and professionally frustrated, then the innovation is less likely to be successful. Findings also revealed that parents were not actively involved in the education process of their children. There is no mutual relationship between parents and teachers but what appears to be missing is lack of awareness of the importance of parental involvement in the education of their children.

VI. Recommendations

In the light of the findings discussed, the study makes the following recommendations:

- Government should consider building more schools to do away with the effects of double session schooling thus increasing the quality of education for students in the subject

Leaders in double-session schools should seriously strive to improve the quality of education in their schools by providing extra-rooms for remedial or enrichment. School management should closely work together with the School Development Association (SDA) to ensure the issue of remedial lessons is given top priority.

- Major sporting events should be done on weekends to avoid a situation where some students in the school team miss lessons especially those in the afternoon session.
- The study also recommends that the school purchases more and relevant geography text books for use by both teachers and students.
- Leaders in double session schools should work hard to create an atmosphere of cohesion in their schools. They should make arrangements for gatherings where both sets of teachers and students can come together at the same time. This will promote oneness and cohesiveness in schools hence the spirit of ownership will prevail.

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